

SUE CLEVELAND ELEMENTARY

3 Church Street
Piedmont, SC 29673

GRADES K-5 Elementary School

ENROLLMENT 424 Students

PRINCIPAL Virginia K Chambers 864-845-3750

SUPERINTENDENT Dr. William E. Harner 864-241-3456

BOARD CHAIR Tommie E. Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
6	51	45	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 16 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

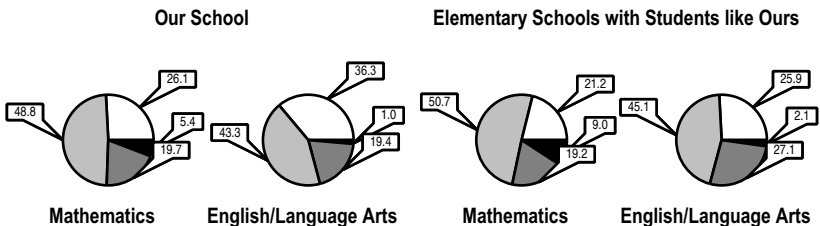
FOR MORE INFORMATION, VISIT WEBSITES AT:




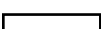
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Good	N/A
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	25	72	48
Percent satisfied with learning environment	88.0%	71.8%	79.2%
Percent satisfied with social and physical environment	84.0%	71.8%	68.8%
Percent satisfied with home-school relations	44.0%	76.1%	87.5%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	237	99.2	36.3	43.3	19.4	1.0	20.4	17.6
Gender								
Male	120	98.3	39.6	45.8	14.6	N/A	14.6	17.6
Female	117	100.0	33.3	41.0	23.8	1.9	25.7	17.6
Racial/Ethnic Group								
White	168	100.0	30.1	45.5	23.1	1.4	24.5	17.6
African-American	68	97.1	51.7	37.9	10.3	N/A	10.3	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	167	100.0	20.1	51.4	27.1	1.4	28.5	17.6
Disabled	70	97.1	77.2	22.8	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	237	99.2	36.3	43.3	19.4	1.0	20.4	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	237	99.2	36.5	43.0	19.5	1.0	20.5	17.6
Socio-Economic Status								
Subsidized meals	152	98.7	45.6	38.4	15.2	0.8	16.0	17.6
Full-pay meals	85	100.0	21.1	51.3	26.3	1.3	27.6	17.6

Mathematics								
All students	237	100.0	26.1	48.8	19.7	5.4	25.1	15.5
Gender								
Male	120	100.0	20.4	56.1	19.4	4.1	23.5	15.5
Female	117	100.0	31.4	41.9	20.0	6.7	26.7	15.5
Racial/Ethnic Group								
White	168	100.0	23.1	46.9	22.4	7.7	30.1	15.5
African-American	68	100.0	33.3	53.3	13.3	N/A	13.3	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	167	100.0	14.6	50.0	27.8	7.6	35.4	15.5
Disabled	70	100.0	54.2	45.8	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	237	100.0	26.1	48.8	19.7	5.4	25.1	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	237	100.0	26.2	48.5	19.8	5.4	25.2	15.5
Socio-Economic Status								
Subsidized meals	152	100.0	31.5	48.8	18.1	1.6	19.7	15.5
Full-pay meals	85	100.0	17.1	48.7	22.4	11.8	34.2	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	63	N/A	31.7	44.4	22.2	1.6	23.8
	Grade 4	78	N/A	17.9	65.4	15.4	1.3	16.7
	Grade 5	68	N/A	27.9	64.7	7.4	N/A	7.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	78	98.7	33.8	38.5	26.2	1.5	27.7
	Grade 4	75	100.0	43.1	40.0	15.4	1.5	16.9
	Grade 5	84	98.8	32.4	50.7	16.9	N/A	16.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	63	N/A	31.7	41.3	12.7	14.3	27.0
	Grade 4	78	N/A	25.6	53.8	15.4	5.1	20.5
	Grade 5	68	N/A	32.4	58.8	7.4	1.5	8.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	78	100.0	19.7	57.6	19.7	3.0	22.7
	Grade 4	75	100.0	32.3	35.4	24.6	7.7	32.3
	Grade 5	84	100.0	26.4	52.8	15.3	5.6	20.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 424)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	7.2%	Up from 3.9%	2.7%	2.4%
Attendance rate	95.8%	Down from 96.2%	95.7%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	9.9%	Up from 8.4%	12.6%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	17.1%	Up from 15.2%	8.5%	8.0%
Older than usual for grade	2.1%	Down from 3.1%	1.1%	1.1%
Suspended or expelled	0.7%	Down from 1.1%	0.0%	0.0%

Teachers (n= 29)				
Teachers with advanced degrees	20.7%	Down from 24.2%	46.7%	50.0%
Continuing contract teachers	86.2%	Up from 81.8%	86.5%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	83.4%	Down from 84.2%	87.4%	86.2%
Teacher attendance rate	98.1%	Down from 98.8%	95.2%	95.3%
Average teacher salary	\$36,783	Up 1.8%	\$39,337	\$39,909
Prof. development days/teacher	7.7 days	Down from 15.0 days	11.5 days	11.4 days

School				
Principal's years at school	7.0	Up from 6.0	3.5	4.0
Student-teacher ratio	13.3 to 1	Down from 18.4 to 1	18.6 to 1	18.9 to 1
Prime instructional time	93.5%	Down from 94.3%	89.3%	89.7%
Dollars spent per pupil*	\$5,545	Up 13.6%	\$5,777	\$5,892
Percent spent on teacher salaries*	66.6%	Up from 66.0%	66.6%	66.6%
Opportunities in the arts	Good	Up from Fair	Good	Good
Parents attending conferences	99.0%	Up from 98.7%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2002-2003 school year was very productive and rewarding. The focus was implementing the "Malcolm Baldrige Model" for continuous improvement. This model placed accountability for learning into the children's hands. All students developed academic and personal goals for each nine weeks. They devised action plans under the guidance of their teachers, principal, and parents. The students tracked their achievement, behavior, and attendance in a data notebook. It was hoped that students recognize the connection between their own actions and achievement. Student led conferences were held in October with their parents and teachers. Students were encouraged to communicate interactively with each other, the teacher, and the parent. We experienced an increase in parental involvement and student achievement on report cards.

The model for improvement encouraged effective communication, responsibility, and positive social behavior. Tools were provided to enable children to track their achievement from Graph Master. Children were encouraged to develop ground rules for creating a safe learning environment and consensus was expected by all participants. Students were provided an opportunity to evaluate lessons using a data tool called "Plus/Delta." This provided teachers immediate feedback regarding their lessons. Over one hundred business people visited our school to view the "Baldrige Model Approach" along with nine other schools.

The school won the "Red Carpet Award" for our welcoming atmosphere and the "Strong Communities and School Award" for our many service learning projects and community programs. We are very proud of these accomplishments.

The leadership team has been busy developing a school portfolio which provides a narrative evaluation regarding our progress and yearly action plans. It is hoped that such information will enable us to clearly align the goals and objectives with staff development, curriculum, and challenges regarding achievement.

We are hopeful that test scores will continue to improve over time. Although student incidents have not greatly decreased, it is hoped that this will occur over time as we teach children to be more accountable. We look forward to another great year at Sue Cleveland Elementary.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.